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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 31 titles deal with a variety of topics, including the following: (1) the influence of audience on student writing; (2) syntax in the written language of reading-disabled and nonreading-disabled children; (3) the use of a creative writing scale as an evaluative and instructional tool by gifted primary school children; (4) the descriptive and persuasive writing skills of children; (5) the effects of different models of language arts instruction on the writing of second and third grade students; (6) the poetic-composing processes of twelfth grade students; (7) hemispheric dominance and imagaic writing; (8) propositionality, appositionality, and the writing process; (9) planning considerations in the composing process; (10) the effects of literary training on writing skills; (11) the relationship between rhetorical and scientific discovery; (12) sentence production errors in the writing of secondary school students; (13) composition self-evaluation related to changes in language self-concept accuracy and in writing performance; (14) spontaneous production of similes and metaphors in the writing of students in grades four, eight, and twelve, and the third year of college; and (15) the effects of selected text-forming structures on college freshmen's comprehension of expository prose. (HOD)

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Written Language and Writing Abilities:

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Abstracts of the following dissertations are included in this collection:

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Anderson, Peggy Lee
A COMPARATIVE STUDY OF SYNTAX IN THE WRITTEN LANGUAGE OF READING DISABLED AND NON-READING DISABLED CHILDREN

Brown, William Curry, Jr.
AN INVESTIGATION OF THE EFFECTS OF A LITERARY TRAINING ON THE COMPOSITION SKILLS OF FOURTH GRADE STUDENTS

Chelala, Silvia Ines
THE COMPOSING PROCESS OF TWO SPANISH-SPEAKERS AND THE COHERENCE OF THEIR TEXTS: A CASE STUDY

Coleman, Dona Rhu
THE EFFECTS OF PUPIL USE OF A CREATIVE WRITING SCALE AS AN EVALUATIVE AND INSTRUCTIONAL TOOL BY PRIMARY GIFTED STUDENTS

Fowler, Luanne McCrary
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CASE STUDIES SHOWING SIMILARITIES AND DIFFERENCES AMONG TEN SELECTED STUDENTS OF VARYING PROFICIENCY IN ENGLISH COMPOSITION

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A COMPARATIVE ANALYSIS OF PLANNING CONSIDERATIONS IN THE COMPOSING PROCESS: SEVEN CASE STUDIES

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THE RELATIONSHIP BETWEEN RHETORICAL AND SCIENTIFIC DISCOVERY

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Scates, Carol Moore
A SOCIOLINGUISTIC STUDY OF MALE/FEMALE LANGUAGE IN FRESHMAN COMPOSITION

Schifsky, John Paul
TOWARD A DESCRIPTION OF EXPRESSIVE DISCOURSE: A STYLISTIC ANALYSIS OF THE WRITING OF 13 and 17-YEAR-OLDS ON A NATIONAL ASSESSMENT EXERCISE

Selfe, Cynthia Leigh
THE COMPOSING PROCESSES OF FOUR HIGH AND FOUR LOW WRITING APPREHENSIVES: A MODIFIED CASE STUDY

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A DEVELOPMENTAL ANALYSIS OF SENTENCE PRODUCTION ERRORS IN THE WRITING OF SECONDARY SCHOOL STUDENTS

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Willens, Jeffrey Bruce
THE EFFECTS OF SOCIOECONOMINC STATUS, VERBAL ABILITY, LOCUS OF CONTROL, ACHIEVEMENT MOTIVATION, AND PERSISTENCE ON THE WRITING ACHIEVEMENT OF TWO-YEAR STUDENTS

CONTENT-FREE ANALYSIS OF COMPOSITION CONTENT

Order No. DA8203880

ADLER, ALISON, ED.D. *Boston University School of Education*, 1981. 124pp. Major Professor: Dr. Thomas Johnson

This study was undertaken to examine aspects of the analysis of composition content from a "content-free" perspective. In the study the concepts of content and of content-free elements of content are analyzed and a meta-language for encoding and decoding content from the object language is formulated. Based upon this meta-language a set of specifications for scoring compositions for content elements free of object language is developed. Student stories about pictures were obtained at four occasions across the school year from second, fourth, and sixth grade classes in two "conventional" schools, and from one school which had introduced specific content-focused instructional procedures prior to the third testing occasion. Examination of the data indicate that the scoring procedures were sensitive to the content consequences of these instructional programs. Stories written by the students in content-focused classes doubled in the volume of text, had substantial gain in the use of predicate adjective sentence forms and modifiers, and showed greater elaborations through clauses. No differences in the use of predicate nominative sentence forms was found. The results suggest that content-free analysis of compositions may provide some new insights into a chronic instructional problem.

A COMPARATIVE STUDY OF SYNTAX IN THE WRITTEN LANGUAGE OF READING DISABLED AND NON-READING DISABLED CHILDREN

Order No. DA8209938

ANDERSON, PEGGY LEE, PH.D. *University of Denver*, 1981. 190pp.

Differences in the written syntax of 56 reading disabled and 56 non-reading disabled fourth and fifth grade boys were investigated using the scoring procedures prescribed by Myklebust (1965) in the Picture Story Language Test. The relationship of syntax to writing productivity and abstract communication was also explored for both groups.

The results indicated that the reading disabled subjects were significantly lower in syntax than the non-reading disabled subjects. Analysis of syntactic error patterns revealed a similarity between the types of errors made by both groups. Certain aspects of writing productivity were significantly correlated with syntax for the non-reading disabled group, but no such relationships were observed for the reading disabled group. Neither the reading disabled or non-reading disabled groups' written syntax was found to be significantly correlated with abstract communication. In addition, the written language of the reading disabled group was found to be deficient in some aspects of writing productivity as well as abstract communication when compared to the non-reading disabled group.

Based on the current findings and previous studies which focused on oral syntactic difficulties of reading disabled children, it was concluded that problems with syntax may be highly associated with reading disabilities. The similarity in syntactic error patterns for both groups was interpreted as an indicator that reading disabled children are employing the same types of cognitive-linguistic strategies that non-reading disabled children use in the production of written language. And finally, the relationship of syntax and reading disability to other aspects of written language was discussed.

AN INVESTIGATION OF THE EFFECTS OF A LITERARY TRAINING ON THE COMPOSITION SKILLS OF FOURTH GRADE STUDENTS

Order No. 8202229

BROWN, WILLIAM CURRY, JR., ED.D. *University of Pittsburgh*, 1981. 176pp.

The purpose of this study was to determine if the teaching of specific literary elements from selected fictional literature to fourth grade students identified as gifted or non-gifted would significantly affect the development of composition skills, as measured by the *Story Writing Scales*, Junior Level of the Diagnostic Assessment Program. The specific literary elements were main idea, mood imagination, use of precise nouns, vivid adjectives and adverbs, simile and/or personification, sequence and satisfying ending or surprise. A two-way analysis of variance design was utilized to study the effects of this treatment procedure, with the participating school districts' definition and identification of gifted students as a blocking variable.

A secondary purpose was to determine the validity and reliability of the *Story Writing Scales*, Junior Level, when utilized by two trained evaluators to score student compositions. Validity and reliability were determined through the computation of the Pearson Product Moment Correlation.

As the establishment of the reliability and validity of the *Story Writing Scales*, Junior Level was a necessary prerequisite to the main purpose of the study, two evaluators were trained by the researcher. *The Glazer Narrative Composition Scale* was utilized as part of the determination of the validity of the instrument. Results of the application of the statistical testing of hypotheses related to the instrument showed it to be both reliable and valid, with correlation coefficients significant at the .001 level of confidence.

The population of the study consisted of 257 fourth grade students in twelve mainstreamed classrooms located in the suburban area of Pittsburgh, Pennsylvania. Classrooms were randomly assigned as to experimental or control status.

All classroom teachers presented the same selected fictional literature to their classes for twelve weeks, using lesson plans prepared by the researcher. Lesson plans of the control groups stressed the four comprehensive perspectives of responding to literature as outlined in the *Pennsylvania Comprehensive Reading Communication Arts Plan*. Those of the experimental groups stressed the eight literary elements selected by the researcher.

At the end of the twelve-week treatment period, the compositions of 56 students were selected for data analysis. Comparison of growth in composition skills, as determined by evaluator ratings of pre- and post-treatment period compositions, yielded on significant differences at the .05 level of confidence in favor of the experimental treatment.

An inner analysis of data included in the document does indicate student ratings of the twenty-one selections. Lesson plans of both experimental and control groups are included.

THE COMPOSING PROCESS OF TWO SPANISH-SPEAKERS AND THE COHERENCE OF THEIR TEXTS: A CASE STUDY

Order No. DA8210907

CHELALA, SILVIA INES, PH.D. *New York University*, 1981. 295pp. Chairperson: Professor Harvey Nadler

This study was undertaken to explore the composing process of two Spanish-speaking professional women and its relationship to the coherence or lack of coherence which appeared in their written texts. Two Argentine women of comparable age and educational background were asked to compose aloud (Emig, 1971) during four writing sessions. All sessions were conducted individually. Both subjects were trained in the use of the composing aloud method previous to the investigation. They were interviewed at length twice, once to ascertain that they fit the criteria set out beforehand, and once after the writing sessions were over to gather information on their writing history.

Tapes from the composing aloud sessions were transcribed and coded with Perl's (1978) categories. Written material (notes and compositions) were typed exactly as in the original. Compositions were divided according to Lieber's (1979) functional units and

functional roles. Themes and rhemes (Halliday, 1967, 1968; Lybbert and Cummings, 1969) were identified and plotted on a graph similar to Scinto's (1977) in order to analyze textual relationships.

A schema in four parts was developed: intention, encoding interpretation, editing and revising. This schema served as a framework to observe how the successful strategies aided the smooth flow of the composing process and how the unsuccessful strategies hindered the achievement of the writer's intentions.

The major successful strategies observed were: note-taking as a way of generating meaning, narrowing down the topic, use of cohesive devices, revision to match text with meaning, appeal to authority, editing to insert connectives, and addition of concrete examples.

The major unsuccessful strategies found were: avoiding a clear intention before writing, using strategies from other mediums of expression such as painting, lacking a narrow topic, ambivalent feelings about a topic and tangents which affected coherence, use of their native language as a source, language switching, overgeneralization from other discourse types, reliance on lexical cohesion to achieve textual coherence, not reading completed drafts and not writing second drafts, and lack of editing and revision.

THE EFFECTS OF PUPIL USE OF A CREATIVE WRITING SCALE AS AN EVALUATIVE AND INSTRUCTIONAL TOOL BY PRIMARY GIFTED STUDENTS

Order No. 8127860

COLEMAN, DONA RHU, PH.D. *Kansas State University*, 1981. 95pp.

The purpose of the study was to assess and analyze the effect of the use of a creative writing scale as an evaluative and instructional tool when used by primary gifted students. The study attempted to determine whether feedback from the use of a self-checking writing scale causes a difference in the primary child's creative writing ability by increasing his/her positive attitudes toward writing and/or improving writing skills.

Subjects for the study were 61 second and third graders in primary resource rooms for the gifted who attended four schools serving middleclass populations in a midwestern city of 250,000 persons. Teachers of the resource rooms participated voluntarily. Each teacher had a Masters degree and a range of eight to twenty years of teaching experience.

Two of the classrooms were randomly assigned to treatment and two to control. Using the separate-sample pretest-posttest control group design, half of the students in each classroom were randomly assigned to be pretested and the other half to be posttested. The TEST OF WRITTEN LANGUAGE and the Writing Attitude Survey were the measures used for pretesting and posttesting. Samples of children's writing were also rated by adult raters using the SAGER WRITING SCALE.

A nine week creative writing curriculum was presented to each classroom by the resource teacher. The treatment groups evaluated their writing using the Sager Scale. The control groups participated in an alternative activity. At the end of the nine weeks, the students were posttested.

The statistical techniques employed were one way analysis of variance, analysis of covariance and multivariate analysis of variance. SPSS, BMDP and Multivariance were the programs used.

Significant differences were found between treatment and control groups in favor of the treatment group measured by the TEST OF WRITTEN LANGUAGE Vocabulary, Thematic Maturity and Style subtests, on all four SAGER WRITING SCALE subscales, and on the Writing Attitude Survey. No significant differences were found between groups measured by the TEST OF WRITTEN LANGUAGE Spelling, Word Usage and Thought Unit subscales.

DESCRIPTIVE AND PERSUASIVE WRITING SKILLS OF CHILDREN

Order No. DA8206264

FOWLER, LUANNE MCCRARY, PH.D. *University of Georgia*, 1981. 87pp.
Director: Shawn M. Glynn

The descriptive and persuasive writing skills of children in the fourth and eighth grade were examined. The children were asked to write two short paragraphs about pictures of a child engaged in a physical activity (flying a kite or riding a horse). In each grade, some of the children wrote descriptive paragraphs--they described the pictures to a friend. The other children wrote persuasive paragraphs--they pretended that the child in the picture was their friend and they persuaded the child to let them play too. For children in both grades, idea production and writing time were greater during description than during persuasion. In particular, during persuasion, the production of true arguments was greater among the eighth graders than among the fourth graders. A training exercise (that helped the children identify characteristics of the child in the first picture) increased argument production for that picture; however, the effect of the exercise did not transfer to the second picture. Taken together, the present findings support the hypothesis that persuasion imposes greater cognitive demands on children than does description. In addition, the findings indicate that brief training experiences cannot lead novice writers to a complete understanding of persuasive writing strategies. The understanding and competent use of such strategies requires experience, practice, and cognitive readiness.

PROCESS, PRODUCT AND CONCEPTS ABOUT WRITING: A STUDY OF SIXTEEN CHILDREN AGES THREE THROUGH SIX

Order No. 8201709

HARDY, PATRICIA SUE, ED.D. *Texas Woman's University*, 1981. 272pp.

The purpose of this study was to investigate and describe the concepts, processes, and products involved in the acquisition and use of writing by 16 children representing four age groups: 3, 4, 5, and 6 years old. The relationship between the recognition of print concepts and the ability to correctly write and read words was also examined.

A stratified sample of sixteen children was selected for the investigation. Four children in each age group from three schools were chosen to represent the range of name writing abilities found in each age population.

This four month investigation involved pre- and post-testing, writing process observations and examination of the graphic productions. Two instruments were selected for the study: An Inventory of Writing Vocabulary for Rating Progress and Concepts About Print. Hildreth's name writing criteria was also used to measure name writing ability. The children were also interviewed concerning their understanding of writing form and function. In addition, each child was observed in three writing center activities and contributed six graphic productions for analysis.

The raw scores for each instrument were analyzed using a repeated measures design. The results indicated that the ability to correctly write and read words increased significantly with age and between pre- and posttest time. The ability to recognize concepts found in print also exhibited significant increase between pre- and posttest time. When scores on the two measures were correlated, a moderate relationship ($r = .68$) was shown.

Name writing was shown to be measurable using the Hildreth criteria and improved with age and over the period of the study. The productive response forms of name, age, word, letter and numeral elicited during the child interviews demonstrated developmental trends from discrete marks and scribbles to correct form across the age groups. Correct response forms in all five categories increased in frequency with the age of the children.

Verbal responses to questions on the interviews also yielded age related information. Writing was most easily defined by the youngest children as a form or an activity. Older children defined writing in terms of a function.The home or self was named by most of the subjects as the original teacher of writing. The home was also named as the most frequent source of writing help.

Observation of writing center activities indicated that motor control, directionality in print, editing and corrective behaviors improves with age. Letter and word reversals were shown to decrease with age. Picture drawing was used by all ages to reinforce writing productions.

Examination of writing productions demonstrated that the use of correct forms increases with age and understanding that print carries message.

The data from the study supported the conclusion that the acquisition of writing concepts and skills was developmental in nature. Early writing attempts by preschool children appear to be highly personalized processes. The ability to write name of self was seen as a natural first step for preschool children as they begin to produce symbols that can be interpreted by an audience of readers. Early writing was shown to be a self-motivated process encouraged by writing models in the home. The results of the investigation also pointed to the value of writing process observations in the understanding of the logic and form found in the productions of preschool writers.

THE EFFECTS OF DIFFERENT MODELS OF LANGUAGE ARTS INSTRUCTION ON THE WRITING OF SECOND AND THIRD GRADERS

Order No. DA8205724

HEMPHILL, JOHN MAX, PH.D. *The Florida State University*, 1981. 198pp. Major Professor: Carol Lynch-Brown

The two major purposes of this study were - (1) to identify and describe various models of language arts instruction ranging from very content-centered, segmented to very student-centered, integrated; and (2) to describe the effects of those models, and certain variables operating within the models, on the writing of second and third graders.

Two observation instruments were designed and pilot tested. The instruments allowed trained observers to record the amount of student to student talk in the classrooms and to place each classroom on a numerical continuum representing the range of instructional models.

The subjects of the descriptive study were 10 teachers and 180 students in Leon County, Florida. Extended observations of these classes by a team of observers indicated the ten teachers employed different models of language arts instruction representing the full range of the continuum of instructional models.

During four instructional weeks in the spring of 1981, all the written work of the 180 students was collected and the number of words copied and composed by each student was counted. Two samples of writing were collected for analysis. The two samples were analyzed by a group of raters trained to use an analytic scale and by a computer text analysis program. Data was analyzed by correlating the various measures of writing quality with different variables related to students and to instructional models.

Two variables were identified that seemed to have positive effects on student writing. Positive correlations existed between the quality of writing, and (1) the number of words composed daily by students, and (2) the amount of direct teacher to student communication. In the classes with good writers, students were inspired to compose almost daily and teachers used approximately 40% of their language arts instructional time for teacher-student conferences. Although the data did not provide a clear endorsement of any particular model on instruction, four of the five "good writing classes" were rated as being student-centered, intograted.

THE POETRY-COMPOSING PROCESSES OF PROFICIENT TWELFTH-GRADE WRITERS

Order No. 8200791

HOBBS, JAMES HOMER, ED.D. *University of Colorado at Boulder*, 1981. 374pp. Director: Professor Miles C. Olson

Recent studies in composition have provided information concerning the composing process, in particular, the areas of prewriting, writing, and rewriting. Prose writers of various age levels and writing abilities have been studied. This information has been used by researchers and teachers to develop an understanding of ways to help writers use these writing processes in order to become proficient writers. However, questions still remain. One is: how do poetry writers use the composing processes when they write poetry?

This study investigated and described the poetry-composing processes of proficient twelfth-grade writers. Seven proficient twelfth-grade writers wrote poetry during controlled composing sessions which were monitored and coded by the investigator. Analyses of the composing sessions, students' written products, and students' responses to interviews were used to present seven individual "Writing Profiles," or case studies. Comparisons of the seven case studies showed similarities in the uses of the composing processes. Implications for teaching and further research are presented.

CASE STUDIES SHOWING SIMILARITIES AND DIFFERENCES AMONG TEN SELECTED STUDENTS OF VARYING PROFICIENCY IN ENGLISH COMPOSITION

Order No. DA8210512

KENNISON, JO HENDRICKS, ED.D. *Temple University*, 1982. 334pp. Major Adviser: Dr. David Wolfe

Purpose. Although numerous studies had focused on facets of writing proficiency, no research had previously used a holistic case study approach to understand the dynamics affecting such proficiency despite the fact that some specific factors affecting students' academic achievement had been studied--family environment, vocational interests, personality, academic background (including intelligence), and overall English achievement. Case studies were used to answer the central question of the study: "Does a relationship exist between English composition and each of these factors?"

Despite the inherent limitations of the case study method, the study had the unique advantage of being based on a mass of data collected over an eighteen-year period from the selected subjects and their parents, teachers, friends, and children. Ten college freshmen were studied from 1963-1981 through letters, tests, home visits, interviews, observation, and subjects' writings. These data were organized, summarized, and analyzed according to the above categories.

Conclusions. Although no generalizable conclusion can be drawn from the cases as a whole, they tended to confirm the findings of previous research: (1) It appears that a strong relationship exists between English composition proficiency and family environment. In every case family data were important to achievement; in several cases, they seemed the most important factors, contributing positively in four cases and negatively in four. (2) The few vocational-English studies pointed to a relationship between writing proficiency and a commitment to a future career (cf. Maloney) where a relatively high level of communication would be needed (cf. Felland). This was strongly confirmed by the four best writers in the study, who aspired to teach, whereas all others except one had vacillating, unrealistic, or non-existent vocational goals. (3) In most cases personal and social factors tended to work positively or negatively on the subjects' written proficiency. (4) The case reports also tended to confirm previous research that found proficient writing related closely to academic performance, to intelligence scores, and to previous English training and performance, including linguistic development, reading ability, and English instruction. (5) Similarities and differences were found among specific cases with regard to desire and ability to excel, achievement that was below or above measured ability, writing

proficiency that was coupled with positive data, mediocre to poor proficiency that was commensurate with data, and a good writer who was very like the profile of the good writer drawn from the related literature as contrasted with a poor writer who was very like the poor writer profile.

Implications from the study, primarily for researchers but also for teachers, included suggestions for focused case studies.

HEMISPHERIC DOMINANCE AND IMAGAIC WRITING

Order No. 8128836

MAHONEY, MARGARET ANN JOHNSON, PH.D. *Iowa State University*, 1981. 137pp. Supervisor: Lynn W. Glass

Research in the curriculum field has largely ignored the relationship of right and left hemispheric dominance to students' writing of creative imagination imagery. To close this gap in our knowledge, this study related hemisphericity theory and application by investigating the degree to which music or guided imagery, or music and guided imagery influenced the fluency, flexibility, originality, and quality of creative imagination imagery in right or left hemispheric dominant students' writing. Investigated additionally was the degree to which music and guided imagery influence the attitudes of right or left hemispheric dominant individuals toward the writing of creative imagination imagery. The four treatments consisted of music and imagery, no music and imagery, music and no imagery, and no music and no imagery.

Three trained readers analyzed the writing products of 160 undergraduate students participating in the psychology pool at Iowa State University. The subjects involved included only those students classified as either extreme right or left hemispheric dominant on the basis of scores obtained from Your Style of Learning and Thinking (Torrance et al., 1977). The fluency, flexibility, originality, and quality of subjects' written creative imagination imagery were measured by an author-developed instrument.

The treatment had a significant effect ($p < 0.0001$) upon students' written creative imagination imagery. Those students receiving music and guided imagery produced writing with the greatest amount of fluency, flexibility, originality, and quality. These same students displayed the most positive attitude toward the writing exercise itself. Dominance had no significant relationship ($p < 0.05$) with students' written creative imagination imagery.

Reference

Torrance, E. P., Reynolds, C. R. Riegel, T., & Ball, O. Your Style of Learning and Thinking, forms A and B. *The Gifted Child Quarterly*, 1977, *21*, 563-585.

PROPOSITIONALITY, APPOSITIONALITY AND THE WRITING PROCESS

Order No. DA8204580

MALBOEUF, RICHARD ALFRED, A.D. *The University of Michigan*, 1981. 366pp. Chairman: Walter Clark

The commonly-held understanding of the mental processes involved in the development of a written product--resulting from our unquestioning acceptance of the Western world view--inhibits the use by most composers of their full language potential. It leads us to equate the act of writing exclusively with logical thinking and to over-emphasize linearly-conceived patterns of arrangement and unimaginative, algorithmic approaches to composition.

This paper establishes an alternative investigative metaphor for the operations of mind, based on the findings of split-brain research, which demonstrates the close and constant interrelation between two fundamental modes of thought--rational and intuitive--characteristic of all original mental activity and of language use in particular.

Insights derived from creativity studies point to the significant intuitive aspect of composing: to the involvement of simultaneous, holistic, non-verbal thinking associated with the right brain. Accounts of creativity show further that writing can be directly linked with the creative process in that it consists of the resolution of sets of problems through the generation of novel combinations of the elements of production.

These interpretations lead to two basic suggestions for the teaching of writing: first, that students will benefit from an understanding of their own processes of composition; and, secondly, that doing a wide range of composing will best serve to promote the full use of all students' writing abilities.

A COMPARATIVE ANALYSIS OF PLANNING CONSIDERATIONS IN THE COMPOSING PROCESS: SEVEN CASE STUDIES

Order No. DA8209434

MERZ, MARY ANN, PH.D. *The University of Oklahoma*, 1981. 112pp. Major Professor: Donald S. Udell

This study sought to characterize and describe some of the differences which exist in planning considerations among writers from the most unskilled to the most proficient. Using a case-study method and protocol analysis first employed by Janet Emig in her landmark 1971 study of the composing processes of twelfth graders, this study examines seven writers of increasing proficiency in an effort to compare their composing processes with particular reference to planning.

Chapter I introduces the investigation, states its purpose and problem, its limitations, a definition of terms, and a preview of its organization.

Chapter II reviews available literature relevant to the investigation, classifying research data on planning, and surveying literature recommending case-study methodology for composing research.

Chapter III presents the method and design of the research, and includes a description of the "composing aloud" technique.

Chapter IV presents seven case studies of writers whose planning decisions while composing are analyzed, described, and compared with one another. Subjects include two "basic" writers, two traditional writers, one "honors" writer, one writing teacher, and one professional writer.

Chapter V presents a summary of the data derived from the case studies, as well as conclusions from that data. It suggests research implications, as well as implications for the teaching of freshman composition with an increased awareness of planning considerations.

THE EFFECT ON THE QUALITY OF WRITING OF FIFTH GRADE FEMALES AND MALES WHEN THE TOPIC IS SELF SELECTED OR TEACHER SELECTED

Order No. DA8205165

MIZE, GLENNA JANE, PH.D. *The University of Connecticut*, 1981. 106pp.

The purpose of this study was to compare the effectiveness of a sample of writing when female and male fifth grade students write on a self selected topic or on a teacher selected topic. The writing purpose, audience and form were directed for both groups.

The population included 106 randomly selected fifth grade male and female students who were randomly assigned to either the experimental or the control group. Equal groups of females and males wrote for 30 minutes on a self selected topic or on a teacher selected topic.

The quality of the written compositions was determined by holistic rating measures, T-unit length and sentence error scores. The resulting data was then statistically analyzed by employing analysis of variance and multiple classification procedures. Each null hypothesis was tested for significance at the .05 level.

The conclusions drawn from the statistical analysis of the data were: (1) Topic selection had a significant effect on the quality of the compositions when quality was determined by holistic rating measures. The compositions written by the control group on a teacher selected topic received significantly higher holistic ratings than those compositions written by the experimental group on a self selected topic. (2) T-unit length and sentence error scores were not significant measures of the quality of writing. (3) Sex of the writer did not significantly affect the quality of holistically measured compositions.

This study indicated that topic selection was a critical component in the writing process and it significantly affected the quality of compositions rated holistically. It appeared that when student knowledge and interest is considered, a teacher assigned topic may be less threatening and more acceptable to female and male fifth graders than a topic they select. It may be inferred from the results that conditioning affects the quality of students' writing and should be investigated further.

THE COMPOSING PROCESSES OF THREE COLLEGE FRESHMEN: FOCUS ON REVISION Order No. DA8210933

PEITZMAN, FAYE CLAIRE, PH.D. *New York University*, 1981. 460pp.
Chairman: Professor John S. Mayher

What are the composing-revising processes of three college freshman writers? This case study, focusing on persons who meet writing tasks as well as on drafts and final works they produce, describes how, when and why writers re-see concepts, designs and stylistic options--and thus charts the story of each writer's development. The frames of George Kelly's personal construct theory and James Britton's theories of language learning helped to formulate particular areas of focus: (1) attitudes toward writing and revising, (2) what writers "bring with them" to specific writing tasks, (3) when writers revise, (4) the effects of their changes, (5) the roles of classmates, teachers and others, (6) whether composing-revising processes vary with writing functions, (7) ascertaining growth in writing.

While recent research in composing has stressed the discrepancy between processes of experienced writers and those of students, this dissertation dramatizes how differences are greatly reduced when school-sponsored writers experience the more "enabling environment" of a writing workshop in which each has help in developing and leeway in selecting writing topics, writes in drafts, has assistance with writings-in-progress from both peers (after draft 1) and teacher (after draft 2), and has the opportunity to compose where he/she wishes.

The data included, for each writer, drafts for six papers, an initial interview, interviews for each paper, peer group tapes, and self-evaluation questionnaires. Also, writers were asked to "report-in": before beginning each draft and during drafting--but only at "natural resting places"--writers tape recorded their initial and later intentions, plans and feelings, including their perceptions of peer sessions and responses to teacher comments.

Findings point to individual differences in attitudes toward writing-revising, to the fact that writing tasks are not fixed stimuli eliciting like responses, that students revise as early as moments after an assignment is given and continue to revise after they submit the "final" copy. Further, findings point to the importance of distinguishing between purposive and uninformed changes and with leading students to value outside responses to their writing. Finally, the story of each writer's growth does not follow a simple linear progression.

DEAR MATTHEW: LETTERS ON EXPLORATORY WRITING Order No. DA8210027

PELZ, KAREN LOUISE, PH.D. *The University of Iowa*, 1981. 221pp.
Supervisor: Professor Carl H. Klaus

"Dear Matthew" is a discussion of the theory and practice of the teaching of exploratory writing at the college level, written in letter form, addressed to Matthew, who is symbolic of any college teacher relatively new to the teaching of composition, or one whose graduate training has been in literature rather than in writing theory and research.

The first letter defines the concept of exploratory writing as writing in which the writer probes and reflects upon her own experience and knowledge. Letters two and three describe and summarize general learning theory and specific research in writing which form the theoretical basis of exploratory writing, especially the research of James Britton and Janet Emig. Letter three supports the effectiveness of exploratory writing as a means of developing not only fluency and self-confidence but also intellectual growth.

Letter four is a journal in which I compare the values of exploratory writing with the values of traditional academic writing. This letter is a bridge to letter five, which discusses the various ways journals can be used in writing classes to provide experience with exploratory writing. In both this letter and letter six, one of my major concerns is to demonstrate that exploratory writing enables students to write in all three of the major modes of discourse: transactional, expressive, and poetic. Letters five and six are also specifically pedagogical, with many suggestions about how to use exploratory writing in the classroom.

The last letter is concerned with response to writing, specifically with positive response that shifts attention away from error correction and grades to concentrate on the content and form of the student's writing. Samples of student writing, and response to that writing, are included in letters five, six, and seven.

Ultimately the intent of the dissertation is to define and explain the concept of exploratory writing and to give suggestions for its use in the college writing class.

THE INFLUENCE OF AUDIENCE ON THE ASSESSMENT OF STUDENT WRITING Order No. DA8203053

PLASSE, LORRAINE ANN, PH.D. *The University of Connecticut*, 1981. 179pp.

To test the influence of audience perspective on the assessment of student writing, four writing audiences were created: teachers, students, parents, and business people. Forty randomly selected twelfth grade students each wrote letters to one of the audiences.

Two types of evaluation were performed using $p < 0.05$ as the criterion. Evaluators, each representing one audience category, read and ranked all 40 letters holistically. Analysis of variance determined the effect of audience and rater type on the rankings, using handwriting, number of words per text, and spelling and grammar errors per number of words as covariates. Raters commented on the letters in twenty-six positive and negative categories. Partial correlations exhibited relationships between comments and holistic scores, and significant variables were selected as covariates for analyses of variance. The effect of rater and audience type on comments was assessed with analyses of variance, adjusted for handwriting, number of words per text, and number of spelling and grammar errors per number of words.

Findings revealed significant differences among means of the holistic ratings of letters according to audience and among the means of comment categories according to audience and among the means of comment categories according to both audience and evaluator types. No significant differences were exhibited among the means of holistic ratings of letters according to rater type. No interactions were found in the holistic data.

Comments by rater types showed varying sensitivity to writing characteristics but did not predict global judgements. Audience type was the significant factor in holistic assessment. Raters seemed to adjust to the perspective and goals set by the assessment context which encouraged them to choose the more formal letters written for two of the four audience groups.

The influence that audience and rater type appeared to have on writing evaluation in this study suggests their importance for programs of writing instruction and assessment.

Implications for future research: strengthen distinctions among rater types; substitute abstract writer-audience/rater distinctions for this study's specific roles; pursue further investigation of qualitative evaluation; and study relationships between reading comprehension and evaluation.

A DESCRIPTION OF THE SPONTANEOUS PRODUCTION OF SIMILES AND METAPHORS IN THE WRITING OF STUDENTS IN GRADES FOUR, EIGHT, AND TWELVE, AND THE THIRD YEAR OF COLLEGE

Order No. DA8204101

POLANSKI, VIRGINIA GREGG, PH.D. *State University of New York at Buffalo*, 1981. 166pp.

This study described the spontaneous production of metaphor by students grades 4, 8, and 12 and the third year of college in three rhetorical modes: explanatory, expressive, and persuasive.

These metaphors were extracted from a cross-sectional writing sample written in a natural setting in response to tasks prescribed to include a range of focuses and purposes, but not to demand the use of metaphors. Instances of simile and personification were separated. The remaining metaphors were then categorized according to Perrine's taxonomy: Type I, naming both the literal and the figurative terms; Type II, naming only the literal term; Type III, naming only the figurative term; Type IV, naming neither the literal nor the figurative term. They were also designated as borrowed, having been heard by the student previously and created, having been originated by the student.

The results of these analyses showed that (1) some students are more inclined to produce similes and metaphors than are other students, (2) students tend to produce more similes and metaphors as they grow older and also to extend them, (3) students producing less competent papers at a given grade level tend to produce more similes and metaphors than students producing more competent papers at the same grade level, (4) students tend to produce the most similes and metaphors in the explanatory mode and the least in the persuasive mode and, (5) more males produced similes and metaphors than females, but males produced more similes per person and females produced more metaphors per person.

In conclusion this study suggested that students who do not produce similes and metaphors should be encouraged to produce them and that students who do produce similes and metaphors should be encouraged to produce them in more modes, especially the persuasive since Reinsch (1971), McCroskey and Combs (1969), and Bowers and Osborn (1966) have shown that the use of these figures increases the persuasive power of writing. However, since this study has shown that an increase in the production of similes and metaphors does not necessarily increase the quality of the writing, it recommends that measures be taken to control the quality and effectiveness of the figures produced.

THE RELATIONSHIP BETWEEN RHETORICAL AND SCIENTIFIC DISCOVERY

Order No. 8200470

RAGONNET, JAMES LAWRENCE, PH.D. *Rensselaer Polytechnic Institute*, 1981. 257pp. Supervisor: Charles L. Sanford

This study asks whether the discovery techniques of science are applicable and useful to rhetorical invention, the art of discovering the subject matter of discourse. The close connection between rhetorical and scientific discovery suggests a strong and reasonable basis for developing heuristic procedures common to both disciplines.

Scientific discovery--consisting of the dual process of scientific method and creative intuition--shares values, thought, and methods with the discovery process of composition. The scientist and the writer both perform the same investigative act of observing, hypothesizing, and formulating. Ideally, the scientist and the writer, participating in a rigorous discovery process, must ascertain the truth in a universe of change and diversity, must scrupulously maintain the habit of truth, and must appeal to an ethical, "universal" audience for consensual approval.

The pre-writing or discovery phase of composition--consisting of selecting a topic, formulating a thesis, and gathering supporting data--closely approximates the Baconian method of observation, hypothesis, and experiment. The creative mechanisms or heuristics of the scientist--called here "Copernican Shifts," "Watsonian Models," "Mendeleevian Patterns and Anomalies," and "Einsteinian Connections"--lend themselves to the discovery process of the writer in each of the discourses. In brief, both the formal method and the creative intuition of the scientist's discovery process can be applied to the discovery process of the writer.

Very briefly, the study is structured as follows.

Chapter I introduces rhetorical invention and synopsizes the work of scholars in diverse disciplines contributing to the growing research on discovery procedures.

Chapter II analyzes Plato's *Phaedrus* in order to establish a sound and traditional groundwork for viewing rhetoric as a process of "knowing" or "discovering" the truth.

Chapter III analyzes the writings of scientist, Jacob Bronowski, who views science as a process or a "language" of moral discovery. Like Plato, Bronowski insists upon the habit of truth. In Bronowski and Plato one can view science and rhetoric as twin paradigms of moral discovery.

Chapter IV, expanding the scope of scientific discovery, analyzes the discovery theories of N. R. Hanson, Thomas Kuhn, Arthur Koestler, and Richard Blackwell. An examination of these theorists, as well as W. J. J. Gordon, S. Toulmin, D. W. Theobald, Bronowski, G. Polya, and others, strongly suggests a fundamental relationship between scientific discovery and metaphorical thought.

Chapter V, applying the morals, thought, and methods of scientific discovery to rhetorical invention, begins by demonstrating how the ethics of both science and rhetoric are guided and safeguarded by a scrupulous, "universal" audience. The thought of scientific discovery--namely common-sense knowledge and scientific knowledge as defined by E. Nagel and B. J. F. Lonergan--is applied to the writer. The dual method of scientific discovery, both the scientific method and the mechanisms of creative intuition, are explained and related to the discovery process of the writer. A brief appendix illustrates these scientific discovery methods in specific composition topics for each of the discourses.

The basic claim of this study is to suggest an important and useful connection between rhetorical and scientific discovery.

THE EFFECTS OF SELECTED TEXT-FORMING STRUCTURES ON COLLEGE FRESHMEN'S COMPREHENSION OF EXPOSITORY PROSE

Order No. DA8206418

ROEN, DUANE HARLEY, PH.D. *University of Minnesota*, 1981. 134pp.

The present study examined the effects of intersentential cohesive conjunctions, reference (vis-à-vis lexical cohesion), and response rhetorical predicates on reading rate and written free recall. One hundred sixty students enrolled in twelve sections of freshman composition at the University of Minnesota participated as subjects in the study. Each subject read one of sixteen passage versions in a 2 x 2 x 2 x 2 complete factorial design. Half of the passage versions dealt

with Neanderthals, half with Pre-Neolithic farming. Dependent measures included reading rate and written free recall, which were submitted to separate random factor analysis of variance tests.

Results indicated that response rhetorical predicates substantially but not significantly reduced reading rate ($p = .099$). There was a significant topic x intersentential cohesive conjunction x reference interaction for reading rate ($p = .025$). No other main effects or interactions for reading rate were significant. Results further indicated that response rhetorical predicates exerted a significant negative effect on written free recall for the Pre-Neolithic farming passages ($p = .042$). Topic also exerted a significant effect, favoring the Neanderthal passages, on written free recall ($p = .001$). No other main effects or interactions for written free recall approached statistical significance.

THE COMPOSING PROCESSES OF GIFTED AND AVERAGE SIXTH GRADE STUDENTS: A CASE STUDY

Order No. 8200821

RUCKER, GARY HAMILTON, PH.D. *University of Colorado at Boulder*, 1981. 301pp. Director: Associate Professor Philip DiStefano

The purpose of this study was threefold: (1) to investigate the composing processes of gifted and of average students using a case study procedure; (2) to create a Writing Profile for the Gifted and Control groups, and for each subject who participated in the study; and (3) to describe the written product of the subjects on eight Measures of Writing Performance (Total Words, Words per T-unit, Clauses per T-unit, Phrases per T-unit, Single Word Modifiers per T-unit, Spelling Error Percentage, Capitalization Error Percentage, and Punctuation Error Percentage).

Eight students from one elementary school were selected as subjects: two males and two females identified as gifted and receiving supplemental instruction under the auspices of a gifted program, and two males and two females receiving instruction in an average classroom.

Over a period of four weeks, subjects composed seven pieces of writing. Four writing sessions for each subject were videotaped and coded onto a Composing Style Sheet. The remaining three writing sessions were small group in nature.

Stimuli for writing were color pictures of a common event, person, group, or structure. Subjects were encouraged to compose aloud as they wrote.

Information from Composing Style Sheets, Measures of Writing Performance, videotaped interviews with the subjects, an interview with two participating teachers, an interview with the school's Principal, and a holistic evaluation were synthesized to create group and individual Writing Profiles.

Findings of the study indicate: (1) the composing process is essentially the same for gifted and average subjects; (2) the written products of gifted and average subjects show qualitative and quantitative differences; (3) the nature of the writing stimulus was critical in determining subjects' writing mode; (4) writing quality as judged by the holistic evaluation was different from subjects' perceived quality of their own writing; and (5) subjects possessed few strategies to evaluate their own writing.

If the composing process is the same for both gifted and average students, perhaps writing instruction for the gifted may be best provided in the regular classroom by offering a wider variety of assignments, materials, and instructional materials.

A SOCIOLINGUISTIC STUDY OF MALE/FEMALE LANGUAGE IN FRESHMAN COMPOSITION

Order No. 8202776

SCATES, CAROL MOORE, PH.D. *University of Southern Mississippi*, 1981. 135pp.

This paper is an analysis of male-female linguistic differentiation in two hundred freshman compositions. Two types of short compositions--descriptive and logical sequence papers--are examined in order to notice any differences in male/female approached to the assigned topics, either learned or inherent differences which may indicate sociological or psychological sexual patterning according to the sex of the writer.

Chapter one includes a review of male/female literature, 1970-1980, and a discussion of the male/female power structures in language; also discussed are the controversial issue of male/female brain differences and the role of the educational system in creating or eliminating sexual bias.

Chapter two includes a survey of previous studies of male/female writing styles, a discussion of the methods used in assembling and analyzing the data, and general conclusions based on the data. Tables are included for easy reference.

Chapter three is an analysis of the compositions according to syntactic features such as sentence types and sentence structures and an analysis of the figurative language (metaphors, personifications, and similes). Further, the writers' individual approaches to the topics are discussed.

Chapter four is an analysis of the compositions according to word choices, specifically adjectives, adverbs, verbs, numerals, colors, and connectives. Both Chapters three and four include sample data and summary tables of each linguistic category previously mentioned.

Chapter five, the conclusion to this study, indicates that there are specific male/female language differences but that no overriding evidence of linguistic sexism occurs in this corpus of data. The chapter concludes with recommendations and suggestions for further research.

TOWARD A DESCRIPTION OF EXPRESSIVE DISCOURSE: A STYLISTIC ANALYSIS OF THE WRITING OF 13 AND 17-YEAR-OLDS ON A NATIONAL ASSESSMENT EXERCISE

Order No. 8128459

SCHIPSKY, JOHN PAUL, PH.D. *The University of Iowa*, 1981. 229pp. Supervisor: Professor Richard Lloyd-Jones

Expressive discourse has been identified by Britton and others, as the matrix from which differentiated forms of mature writing are developed. Yet we know comparatively little about the style, organization, tone and syntax of expressive discourse. (In this thesis the writer posits a three-part discourse model including explanatory (referential), persuasive and expressive discourse). Considering the extent of our knowledge about persuasive and explanatory discourse, this lack of information about expressive discourse is puzzling, except when one considers the wide variety of forms in which it appears as well as its ubiquity.

In this thesis samples of discourse generally acknowledged to be expressive were subjected to close physical and grammatical scrutiny, with an eye to using the data generated in an attempt to develop some generalizations about the grammatical and syntactical structure of expressive discourse. Further, as the samples were taken from the responses of 13 and 17-years-olds to one writing exercise, there was also the opportunity to compare the performances of the two age groups. The exercise was the "Children on a Boat" assignment administered during the 1973-74 Writing Assessment directed by the National Assessment of Educational Progress (NAEP). The sample analyzed is a valid national sample, allowing the writer to make generalizations about the total national population of 13 and 17-years-olds.

Briefly, the research led to two results: (1) A syntactic and grammatical description of these particular examples of expressive discourse, and (2) the discovery that the performances of the 13's and 17's on the assignment were more similar than might be expected given the difference in ages.

In the chapters prior to the report on the data generated by the analyses, the writer focuses on the following: (1) NAEP's exercise development process, particularly for the 1973-74 Writing Assessment. That process is significant in that it allows one to assume that the "Children on a Boat" exercise was designed specifically to elicit expressive discourse. (2) Some of the implications of cognitive-developmental psychology for the teaching of writing. (3) The stylistic, syntactic and grammatical qualities of explanatory discourse.

The central focus of this thesis are the data generated by the analyses. 81 items were isolated and counted including: number of syllables, words, T-units, sentences, paragraphs. The number of declarative, interrogative, etc., sentences. The numbers of relative, personal and indefinite pronouns. The numbers of conjunctions and to-be main verbs. The number of clauses and free modifiers as well as their type. The total number of subjects, verbs, objects, etc. And a tally was also kept of the first and first two items of each sentence. This brief list does not include all of the items isolated and counted but enough have been mentioned to provide some sense of the method as well as the extent of the analyses.

The data are reviewed at some length, both in the effort to develop a syntactical and grammatical description of expressive discourse, and to compare the work of the 13's and 17's. To make that comparison possible, distribution tables were made for each item, and the data from the tables subjected to chi square analyses to test the significance of performance differences. The most significant result, as mentioned above, is that the distribution differences proved to be, in the large majority of the cases, non-significant.

In the conclusion, the similarity of the performance of the two age groups is considered, and some possible reasons for that similarity examined. There are also some observations about expressive discourse and its use by student writers.

THE COMPOSING PROCESSES OF FOUR HIGH AND FOUR LOW WRITING APPREHENSIVES: A MODIFIED CASE STUDY

Order No. 8128686

SELFE, CYNTHIA LEIGH, PH.D. *The University of Texas at Austin*, 1981. 376pp. Supervisor: Edmund J. Farrell

A modified case-study investigation involving four high and four low writing apprehensives was carried out at The University of Texas in the fall semester of 1979. The eight subjects, selected according to their scores on the Writing Apprehension Test (Daly & Miller, 1975), answered questions about their own processes of writing (introspective interview), composed aloud in response to two carefully controlled assignments, and answered the researcher's questions about processes of composing they exhibited during the investigation (retrospective interview). The composing-aloud sessions were coded behaviorally using a schema synthesized from the work of Flower and Hayes (1979), Nold (1979), Perl (1979), and Sommer (1978). The findings of this investigation indicate that these two groups approached tasks of academic composing differently, appropriated different amounts of time to writing activities, and engaged in different processes of composing.

While the small size of the sample and certain variations within the high and low apprehensive groups prohibit generalizing, the following conclusions were reached about the eight subjects who took part in this study: (1) The high writing apprehensives had written fewer compositions and fewer types of compositions in academic situations than had the low writing apprehensives. The high writing apprehensives, unlike the low writing apprehensives, disliked composing, procrastinated whenever they were forced to write, had little confidence in their ability to write, and feared the evaluation of their papers by teachers. (2) In the prewriting phase, the high writing apprehensives extracted less information about audience and organization from their readings of the assignments, engaged in less planning of overall essay strategies, and did less written prefiguring than did the low writing apprehensives. (3) In the writing phase, the high writing apprehensives spent less time on individual sentences and less time between sentences than did the low writing apprehensives. (4) In the postwriting phase, the high writing apprehensives devoted less of their postwriting time to proofreading, editing, and revising their written work than did the low writing apprehensives.

WRITTEN COMPOSITION AS SYMBOLIC TRANSFORMATION OF THOUGHT: A THEORY DERIVED FROM LANGER AND VYGOTSKY

Order No. 8127295

SMITH, SCOTT RANDALL, ED.D. *Auburn University*, 1981. 185pp. Director: Richard L. Graves

The study addresses the problem of formulating a comprehensive theory of written composition. It argues that current theories of composition, whether modeled on classical rhetoric, linguistics, or communications science, are "product-based"; that is, these theories attempt to define the process of composing and composition as an academic discipline through structural and stylistic analyses of written products. Such theories tend to reduce the complexity of the thinking and symbolizing activities that go into producing a finished written product and to denigrate the expressive dimension in composing.

The study argues that a paradigm of written composition as the symbolic transformation of feeling into publicly communicative forms offers a more comprehensive theory of composition as process and as academic discipline than do product-based theories. The paradigm advanced in the study is drawn from the works of Russian developmental psychologist Lev Vygotsky and American philosopher Susanne Langer. The study analyzes Langer's and Vygotsky's general theories of language as background for the theoretical model. The model itself depicts composing as a complex process of transforming thought and feeling into highly conventionalized symbols of modern written prose. The study also argues that Paulo Freire's principle of "co-intentional education" may serve as a guide for developing a composition pedagogy in accord with the model the study presents.

The methods employed in this study are those of literary analysis, synthesis, and application. The major works from which the theory is derived are Susanne Langer's *Philosophy in a New Key, Feeling and Form, and Mind: An Essay on Human Feeling*; and Lev Vygotsky's *Thought and Language*. Corroborative research in composition theory and the composing process is cited and applied to the theoretical model.

A STUDY OF THE INFLUENCES OF AUDIENCE AND PURPOSE ON THE COMPOSING PROCESSES OF PROFESSIONALS

Order No. 8200472

STALHAKER, BONNY JEAN, PH.D. *Rensselaer Polytechnic Institute*, 1981. 181pp. Supervisor: S. M. Halloran

Communication strategists since Aristotle have advised that an effective speaker or writer designs communication with audience and purpose in mind. In this study, professional engineers, managers, and scientists--writing for their jobs--have demonstrated that awareness of audience and purpose guides their composing from beginning to end during production of discourse.

Literature from composition theory, cognitive psychology, and rhetorical theory provided the background for the study's theoretical framework. For example, this literature shows that skilled student writers develop representations of their writing tasks more precisely than unskilled writers do. These representations, in conjunction with hierarchically organized systems of cognitive processes, enable writers to produce effective discourse. Success in composing, then, may depend on writer's abilities to perceive the demands of rhetorical situations and to manipulate cognitive processes and physical behavior to meet those demands.

Using the cognitive process model of composing developed by Flower and Hayes, this study examines when and how audience and purpose affect choices made during composing--discovering ideas, organizing topics, generating discourse, and translating discourse for readers. The study includes an analysis of two samples of discourse from four volunteer subjects, who wrote the memos and reports for their jobs. The samples were interpreted using a combination of investigative techniques: coding behaviors, interviewing subjects, and analyzing tapes of their composing aloud.

The results show that the writers use schemas stored in memory, of previous writing tasks and of prior written and oral communications with the reader, to develop a representation of the rhetorical problem through which they can both meet the needs of their readers and accomplish their own purposes. Each writing task involves a rhetorical situation with a range of complexity from which the writer must select to define the rhetorical problem. As part of this process, writers cast their readers in roles based on their perceptions of the readers' character traits, attitudes toward the topic of discourse, and attitudes toward writing. For most aspects of writing, the subjects in this study depended on their perceptions of audience and purpose to determine their choices. These results provide the basis for a new model of rhetorical situation, incorporating the dimensions of complexity, amorphousness, and typicality.

A CORRELATIONAL AND DESCRIPTIVE STUDY OF STUDENT WRITING IN THREE AIMS OF DISCOURSE

Order No. DA8210047

STONE, WILLIAM MCCARTHY, PH.D. *The University of Iowa*, 1981. 163pp. Supervisor: Associate Professor Paul Diehl

The purpose of this study was to determine if students who are successful in one writing task are equally successful in another, different writing task and to describe some of the features students use in successfully completing these tasks.

The study consisted of two major sections: a correlational analysis and a description of writing samples. In the first section, a literature review discussed the differences between the modes and aims of discourse and then described, chronologically, the relatively few studies which have controlled aims and/or modes in measuring student writing performance.

The correlational analysis that followed was an attempt to determine if there would be a significant correlation between a student's performance in one aim of discourse and either of the other two examined aims. During the spring of 1979, 109 community college freshmen each wrote three twenty-minute responses, one in each of three aims of discourse (referential, expressive, and persuasive.) These samples were then scored for primary trait, and the scores were subjected to a correlational analysis using the Statistical Analysis System. The results of this examination showed no significant correlation between a student's performance in one aim of discourse and either of the other two aims, suggesting that writing assignments should be spread across all three aims of discourse, not concentrated on one or two.

The second half of the study began with a review of recent, descriptive research in writing, which had controlled the aims and/or modes of discourse. The study then described successful student writing performance in terms of selected syntactic and stylistic features and compared that performance with results from other studies of student writing. The findings, limited to the samples considered in the study, indicate that students possess a wide range of syntactic and stylistic skills and that they do not use them to the same extent in each aim of discourse. These results tend to complement those of the correlational study and again suggest that students may benefit from exposure to and experience in all the aims of discourse.

A DEVELOPMENTAL ANALYSIS OF SENTENCE PRODUCTION ERRORS IN THE WRITING OF SECONDARY SCHOOL STUDENTS

Order No. DA8208117

STROMBERG, LINDA JONES, PH.D. *North Texas State University*, 1981. 172pp.

This study measured the effect of mode of discourse and developmental factors on composition length, syntactic complexity, and sentence-production error rate in the writing of secondary school students. The study also included a descriptive analysis of syntactic and logical patterns found in the sentence production errors.

The 297 students whose writing samples provided the data for this study were enrolled in grades 7, 9, and 11. The students were divided into low and high within-grade developmental groups. Each student wrote two compositions, one in the descriptive mode and one in ther persuasive mode.

Within the limitations of this study, the following conclusions have been formulated. (1) A positive relationship exists between composition length and age and ability of student writers. In this study, older and more skilled writers wrote longer compositions. (2) Mode of discourse affects compositions length and syntactic complexity in student writing. Descriptive compositions were longer, but persuasive compositions were more syntactically complex. (3) Syntactic complexity is not a reliable measure of development in writing if mode of discourse is not considered. The compositions of younger writers were as syntactically complex as those of older writers when the assignment was in the persuasive mode. (4) Error rates are affected by mode of discourse and by developmental factors of age and ability. Students made more run-on sentence errors when writing in the descriptive mode than they did when writing persuasively. Students in the 11th grade and in the high within-grade developmental groups made fewer errors. (5) There are syntactic and logical patterns that characterize students' sentence production errors, and these patterns change developmentally. (6) Errors in student writing often reflect attempts at syntactic growth, such as coordination within a clause, subordination, or the use of appositives.

DISCOVERY AND COMMUNICATION: A COMPOSING PROCESS FOR THE WRITER AND THE READER

Order No. DA8203048

VAUGHN, JEFFREY JOHN, PH.D. *Claremont Graduate School*, 1981. 149pp.

A four stage model of the composing process is described in "Discovery and Communication." The model is designed to guide the instruction of the composing process both to academically disadvantaged students, and to much better prepared college students. Underlying the model is the belief that writing is the practice of two associated arts, that of discovery and that of communication. In the art of discovery, the writer invents something to write, while in the art of communication he packages that something so an audience will accept it. In practice, the arts are virtually seamless; however, their separation in pedagogy is necessary. While together they form the writing process, they will be in this study each divided into two pedagogical stages, discovery into the stages of invention and ordering, and communication into the stages of writing and revising. Only if this division is made, can the heuristic value of writing be effectively taught. It will be shown that an acceptance of the dual purpose of writing should lead to its instruction in linear stages.

The stage of invention yields writer-based prose, while the stage of revision yields reader-based prose. In brief, the principle points of this study are: (1) that writer-based prose must be respected and cultivated as a chief value of writing; (2) that, in order to do this, the process of writing should be divided into four instructional stages; and (3) that characterizations of each of the four stages can provide rationales for specific instructional decisions.

COMPOSITION SELF-EVALUATION RELATED TO CHANGES IN LANGUAGE SELF-CONCEPT ACCURACY AND IN WRITING PERFORMANCE

Order No. 8201957

VOTAW, BONNIE LACKEY, ED.D. *New Mexico State University*, 1981. 152pp. Chairman: Professor Darrell F. Kirby

The purpose of this experiment was to investigate the effect of composition self-evaluation on language/writing achievement and on language self-concept accuracy. The subjects were 108 tenth-grade students in eight intact English classes taught by four teachers. Each teacher had an experimental and a control class. No statistically significant differences could be said to have occurred as a result of the self-evaluation treatment, which required students to compare their compositions to the Diederich Scale and to complete self-evaluation questions. The experimental group did, however, show marginally greater gains than the control group in writing skill and in accuracy of language self-concept associated with writing skill.

THE EFFECTS OF SOCIOECONOMIC STATUS, VERBAL ABILITY, LOCUS OF CONTROL, ACHIEVEMENT MOTIVATION, AND PERSISTENCE ON THE WRITING ACHIEVEMENT OF TWO-YEAR COLLEGE STUDENTS

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This study has sought to apply the Atkinson-Raynor general theory of cumulative achievement to the writing behavior of two-year college students in order to ascertain the relative unique and interactive effects of verbal ability, socioeconomic status, locus of control, achievement motivation, and persistence on the writing achievement of those students.

Subjects in the study were 44 male and female Caucasian students in a midwestern two-year public college who were enrolled in remedial English or English composition sections during the summer of 1980. The subjects were directed to complete a family background questionnaire, the I-E Scale, the Measure of Individual Differences in Achieving Tendency, and the Vocabulary Subtest of the Iowa Silent Reading Test, Level 2. On subsequent dates, subjects were required by their instructors to write two impromptu in-class expository essays on topics specified by the researcher. Instructors indicated on each student essay the student's starting and stopping times. Essays were holistically rated by two experienced college English teachers who were not employed by the institution from which subjects were selected. Data thus obtained were subjected to zero-order correlation, multiple stepwise regression, and path analyses.

Results of the zero-order correlation analysis revealed that verbal ability ($r = .58$; $p < .01$), locus of control ($r = -.42$; $p < .01$), and achievement motivation ($r = .45$; $p < .01$) were all significantly related to writing achievement, while socioeconomic status ($r = -.12$) and persistence ($r = -.01$) were not significantly related to the criterion variable. Moreover, it was found that verbal ability was significantly related both to locus of control ($r = -.35$, $p < .01$) and achievement motivation ($r = .42$; $p < .01$). Multiple regression analysis revealed an R of .664 ($p < .01$) between writing achievement and the combined effects of socioeconomic status, verbal ability, locus of control, achievement motivation, and persistence; although multiple stepwise regression analysis revealed that socioeconomic status and persistence contributed little to the predictive power of the fully specified equation. Multiple stepwise regression analysis also revealed that, of the 44% of variance in writing achievement "explained" by the fully specified multiple regression equation, 11% derived uniquely from the intervening variables, and 22% derived from the shared effect of verbal ability and the intervening social psychological variables.

Path analysis revealed that socioeconomic status does not significantly affect writing achievement directly or indirectly. Verbal ability affects writing achievement directly but does not do so indirectly because of the nonsignificant effects of locus of control and achievement motivation on other variables in their respective contingent paths. For the same reason, neither locus of control nor achievement motivation were found to exert significant indirect effects on writing achievement. And persistence was found to be virtually orthogonal to writing achievement. When, however, persistence was removed from the theoretical model and the model was redesigned to reflect that absence, subsequent path analysis revealed that, while socioeconomic status still had a nonsignificant effect on writing achievement, verbal ability exerted its effect almost equally through direct effects and indirect effects involving locus of control and achievement motivation.

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